



## Curriculum Ideas for Teachers

### History Intermediate Division

# 8

This resource document was prepared in support of the Intermediate Division History guideline, which states that one issue of concern to the world and to Canada must be selected for study in *Contemporary Canadian and World Concerns*. An example of such an issue is the continuing threat of war in various parts of the world and Canada's potential role in maintaining peace. This document is intended to help teachers plan and implement learning activities related to the study of such issues.

## The Canadian Military: Evolution of a Peacekeeper



Canadian Forces Photo

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The Canadian destroyer *Ottawa* aids survivors of a torpedoed merchant ship in the Battle of the Atlantic during World War II.

Photograph cover, Korea, 1951.

## Statement of Intent

The intent of this unit is to examine Canada's role as a peacekeeper in the contemporary world, to study the evolution of this role, and to raise the question of Canada's future role.

## Objectives

This unit will provide opportunities for students to:

- understand Canada's present role in the peacekeeping duties of the United Nations;
- understand the international crises which have shaped Canadian foreign policy, with special emphasis on World War I, World War II, and the Korean War;
- understand the social, economic, political, and technological changes brought about in Canada as a result of our involvement in international crises;
- understand how the view that other nations have of Canada has evolved as a result of our involvement in international crises;
- understand the tragedy of war in terms of human lives and economic costs;
- recognize the cause-effect relationships in history;
- extract pertinent information from interviews, films, political cartoons, and other non-print resources;
- organize information in chart form;
- analyse information from a chart;
- clarify different Canadian attitudes towards our national involvement in international conflicts and crises;
- understand the concept of internationalism.

Public Archives of Canada



Canadian troops aboard H.M. Transport *Olympic*, December 14, 1918.

# I. Introduction

Content	Strategies	Resources
1. Dimensions of Canada's International Involvement: sports, trade, peacekeeping, NATO, UNICEF, the U.N., NORAD, CUSO	<ul style="list-style-type: none"> <li>– Show students pictures of Canadians participating in different types of international activities.</li> <li>– After the students have examined the pictures, have them discuss the following questions:               <ol style="list-style-type: none"> <li>What are the Canadians in each picture doing?</li> <li>What would be a suitable topic heading to describe each activity (e.g., Foreign Aid)?</li> <li>Why do you think the Canadian government would sponsor these activities?</li> <li>What would you conclude is the Canadian government's policy towards the rest of the world?</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>– pictures from texts and other resources available to the class</li> </ul>
2. Canadian Foreign Policy at Present	<ul style="list-style-type: none"> <li>– Validate the student speculations through texts or teacher direction. Have students read the following:               <p><i>Canada and Foreign Affairs – 1867</i> The British North America Act provided for domestic independence, but left the key fields of foreign policy, trade, defence, and treaty-making in the hands of the British government. Most Canadians were not upset by this lack of authority, and considered themselves British subjects overseas.</p> </li> </ul>	<ul style="list-style-type: none"> <li>– class texts</li> </ul>
3. Canadian Foreign Policy in 1867	<p><i>Key question:</i> Why could Canada not have followed her present policy in 1867?</p> <ul style="list-style-type: none"> <li>– Outline the rationale for the unit. The following questions may be recorded by the student and used as a guide:               <ol style="list-style-type: none"> <li>Why are the Canadians in the photos that you have examined located where they are in the world?</li> <li>What role does Canada play in international crises?</li> <li>What events have shaped Canada's present foreign policies?</li> <li>What has been the impact on Canada, both internal and external, of involvement in international conflicts?</li> <li>Should Canada play such an active role in international peacekeeping?</li> </ol> </li> </ul>	
4. Definition of Crisis	<ul style="list-style-type: none"> <li>– Brainstorm for definitions of the concept of crisis. List the students' ideas on the board. (You could set these ideas aside for future redefinition.)</li> </ul>	
5. Definition of an International Crisis	<ul style="list-style-type: none"> <li>– Follow the same procedure as used in "Definition of Crisis" above.</li> </ul>	

Content	Strategies	Resources
6. Canadian Involvement in Some International Crises: Boer War, World War I, Siberian Expedition, Chanak, World War II, Korean War, Cyprus crisis, the crisis in the Middle East and the wars in South-East Asia	<p><i>Key question:</i> What international crises and conflicts has Canada been involved in during the twentieth century?</p> <ul style="list-style-type: none"> <li>– Student responses could be listed on the board. If the major crises and conflicts are not identified in the course of the questioning, you could list various dates and ask the students to research the international crises that correspond to each date.</li> </ul>	<ul style="list-style-type: none"> <li>– general texts on Canadian history</li> </ul>

Canadian Forces Photo



Canadian peacekeeping troops in Cyprus, 1964.

Vancouver Public Library



Canadian women and men on parade during World War I.

## II. Model for Studying International Conflicts

Point out to the students that they will be studying several international conflicts (the Boer War, World War I, the Siberian Expedition, Chanak, World War II, the Korean War) by using the organizational model (which comprises the content outline and the information chart that follow). The model is one approach to gathering and organizing information for analysis and can be adapted to the study of virtually any theme or topic.

### Content Outline

The following content outline can be used by teachers or students when they are gathering information to complete the chart.

1. Causes:
  - direct
  - indirect
2. Canada's Role:
  - why Canada became involved
  - how
  - contributions
  - opposition at home
3. Impact During Crisis:
  - a) at home
    - treatment of minorities
    - political
    - economic
    - civilian life
    - leaders
  - b) at the front
    - technology
    - tactics
    - life at the front

4. Significance for Canada:

- a) at home

– political

– lifestyle

– technology

– change in attitudes

– economic
- b) internationally

– world image

– role in world (e.g., League of Nations and United Nations)

Information Chart

The following chart can be used to record the information gathered.

	Boer War	World War I	Siberian Expedition	Chanak	World War II	Korean War
1. Causes						
2. Canada's Role						
3. Impact During Crisis						
4. Significance for Canada						

Developing the Chart

The chart could be developed in a variety of ways depending on the capabilities of the students. The following strategies are most applicable to general- or advanced-level students:

- Work carefully through one conflict with the class (e.g., the Boer War) to introduce the approach.
- Point out to the students that this is the approach to use in researching the other conflicts.
- Individual students or groups then research a topic, which can include one or more of the crises (e.g., World War I), or one of the topic headings (e.g., Causes).
- After researching the topic selected, the individuals or groups add the information gathered to the chart. It is important that you devise methods by which the students can check the accuracy of the information before adding it to the chart.
- The chart itself can take many forms: a series of overhead transparencies; student notes; a board outline; a wallchart of newsprint.

Suggestions for Using the Chart

Look horizontally across the chart, take one of the topics (e.g., Significance for Canada), and have the students analyse the data to discover trends and developments, generate and test hypotheses, and draw tentative conclusions.

Key questions:

- What changes have come about in Canada's "world image" as a result of her involvement in these international crises?
- What conditions must exist before an international crisis will occur?

Similar questions for any of the topics on the chart can be developed to give students opportunities to practise analytical skills. Students can also be assigned essay or seminar topics to give them practice in translating the data on the chart into sound, well-developed arguments.

*Sample assignment:* How important is Canada's past involvement in international crises in the development of a distinct Canadian international identity?

III. Peacekeeping: Example Studies

*Teacher note:* At this point in the unit, the emphasis shifts from Canada’s involvement in international conflicts as a combatant to her principal modern role as a peacekeeper. You should present an overview of the U.N., NATO, and NORAD as a basis for understanding Canada’s role as a peacekeeper.

The students can then investigate one or more peacekeeping operations in the following countries in which Canada played a significant role: Kashmir

(1949); Korea (1950-57); Palestine (1954 to the present); Vietnam, Laos, and Cambodia (1954-74); Egypt (1956-67); Lebanon (1958-59); Congo (1960-64); West New Guinea (1962-63); Yemen (1963-64); Cyprus (1964 to the present); India-Pakistan (1964-66).

Two example studies of Canada’s role in peacekeeping operations follow: the crises in the Middle East and in Cyprus.

CRISIS IN THE MIDDLE EAST

Content	Strategies	Resources
1. Creation of Israel <ul style="list-style-type: none"><li>– partition</li><li>– refugee problem</li><li>– significance of the Suez Canal</li><li>– causes of the 1956 war</li><li>– U.N. involvement</li><li>– role of Lester Pearson</li></ul>	<i>Key question:</i> What potential problems exist in the Middle East as a result of the creation of the Jewish state of Israel in the Arab world? <ul style="list-style-type: none"><li>– In order to orient students to the geographical background of the crisis in the Middle East, show them two maps of the Middle East prior to partition and after the 1948 war. Select appropriate material for the students from the school’s resources and pose the following questions:<ul style="list-style-type: none"><li>– Why did the U.N. partition Palestine?</li><li>– How did the partition lead to war in 1948?</li><li>– What is a refugee?</li><li>– What were the problems resulting from the creation of Palestinian refugees?</li><li>– What other problems arose between Israel and Egypt as a result of the 1948 war?</li><li>– Why is the Suez Canal an important waterway?</li><li>– What were the circumstances surrounding the 1956 war?</li><li>– Why did the U.N. have difficulty in deciding how to deal with the crisis in 1956?</li><li>– What role did Lester Pearson play in the 1956 crisis in the Middle East?</li><li>– What is the UNEF and what function does it perform?</li><li>– What was Canada’s contribution to the UNEF in 1956?</li><li>– Did Canada’s role in the UNEF in any way affect her international image? Justify your position.</li></ul></li></ul>	– school resource materials

THE CYPRUS CRISIS

Content	Strategies	Resources
1. Introduction to the Issue <ul style="list-style-type: none"><li>– NATO</li></ul>	<ul style="list-style-type: none"><li>– Review the importance of NATO, and note that Turkey and Greece, although not in the Atlantic region, are both NATO members. Why? Using maps, and keeping in mind the military goals of NATO, the students can discuss the importance to NATO of Greece and Turkey. Students should readily see the significance of Turkey’s location (Black Sea, Dardanelles). The value of Greece for naval bases can be pointed out to them.</li></ul>	

Content	Strategies	Resources
2. Location of Cyprus <ul style="list-style-type: none"> <li>– size and composition of the population</li> <li>– strategic importance</li> </ul>	<ul style="list-style-type: none"> <li>– Students can mark Turkey, Greece, the Dardanelles, the Black Sea, Cyprus, Nicosia, Ankara, and Athens on their maps of the eastern Mediterranean. The geography of the area can be a starting point for examining the problem.</li> </ul>	
3. Background to Conflicts Leading to U.N. Intervention in Cyprus	<ul style="list-style-type: none"> <li>– Give students specific articles, interviews, or speeches on Cyprus to study. Ask them to locate statements of fact and statements of opinion in the material studied. Clarify the differences between the two.</li> </ul>	<ul style="list-style-type: none"> <li>– P. Fox, <i>Battlefront: The Fight for Liberty</i>, p. 309. (See Bibliography for details of all publications listed under Resources.)</li> </ul>
4. Life and Duties of a Peacekeeping Soldier	<p><i>Student assignment:</i> Using the information derived from the articles you have read, imagine that you are a member of the Canadian peacekeeping force in Cyprus. Write a letter home explaining your work.</p>	<ul style="list-style-type: none"> <li>– A. S. Evans and L. A. Diachun, <i>Canada: Towards Tomorrow</i>, pp. 228-30</li> </ul>

#### IV. Future Alternatives

Content	Strategies	Resources
1. Evaluation of the Role of the Peacekeeper	<p><i>Key questions:</i></p> <ul style="list-style-type: none"> <li>– Considering the fact that Canada has spent millions of dollars on peacekeeping in areas that remain trouble spots, can it be said that the effort was worth while? Debate the issue.</li> <li>– In what ways can the role of the peacekeeper be made more effective?</li> </ul>	
2. Impact of Canada's Peacekeeping Role on the Nation	<ul style="list-style-type: none"> <li>– If Canada continues its peacekeeping role and the number of trouble spots continues to increase, what economic, political, and social effects may be felt within Canada (costs, foreign involvement)?</li> <li>– What might be the response (if any) to a Canadian soldier's being killed while on peacekeeping duties?</li> </ul>	<ul style="list-style-type: none"> <li>– <i>Canada Year Book</i></li> <li>– The Department of External Affairs, Information Division, Ottawa, supplies information on Canadian foreign affairs on request.</li> </ul>
3. Alternative Methods of Solving a Crisis <ul style="list-style-type: none"> <li>– isolationism</li> <li>– active participation</li> <li>– economic sanctions</li> <li>– internationalism</li> <li>– foreign aid</li> <li>– multinational corporations</li> <li>– balance of terror</li> <li>– ultimate weapon</li> </ul>	<ul style="list-style-type: none"> <li>– Have the students examine their definitions of crisis (Section I.4) and re-evaluate them in the light of the knowledge gained in this unit. Have the criteria changed in their definitions?</li> <li>– Brainstorm for alternative solutions to resolving international crises.</li> <li>– Have the students examine each of their responses as attainable alternatives.</li> </ul>	

Content	Strategies	Resources
4. Potential Trouble Spots in the Contemporary World	<i>Potential conflicts:</i> Assign students the task of watching TV news and/or reading newspaper reports to locate potential trouble spots in the contemporary world, using their revised definition of crisis. You may choose to bring in samples of local or national newspapers dealing with current problems (e.g., the Rhodesian situation).	<ul style="list-style-type: none"> <li>– newspaper reports</li> <li>– TV and radio newscasts</li> </ul>

## Evaluation

### Continuous Evaluation

Throughout the unit, various questions and activities are provided in the suggested strategies that you can use to evaluate student progress towards the unit objectives.

### Summary Evaluation

In designing suitable evaluation instruments for the unit, examine the unit objectives closely before constructing test items. The following are examples of how some of the objectives can be tested:

#### 1. Essay or Oral Presentation

Research essays do not give an accurate evaluation of the work done on a unit. Therefore, essay questions should be part of a formal examination or should be given as an in-class, timed assignment.

Sample topics:

- Discuss the changes in Canada's foreign policy brought about by World War I, World War II, and the Korean War, respectively (objectives *b* and *c*).
- Compare and contrast the reactions of the Canadian government to the Chanak crisis and to Britain's request that Canada declare war on Germany in 1939 (objectives *b*, *d*, and *f*).
- Trace the impact of technological change on the way World War II was fought as compared to the way World War I was fought (objectives *c*, *e*, and *f*).

#### 2. Debate

Follow the usual format for a debate as far as the two teams are concerned. In addition, assign the rest of the class to rate the debate and to justify their ratings on the grounds of style, logic, historical accuracy, and lack of bias. The ratings should be written down and handed in for marking.

Sample topics:

- Resolved that Canada should not take part in any future U.N. peacekeeping operations (objectives *a*, *b*, *e*, and *f*).
- Resolved that the lessons learned at Dieppe did not justify the cost in Canadian lives (objectives *b*, *e*, *f*, and *g*).

#### 3. Interview

By interviewing men or women who lived through World War II as members of the armed forces or as civilians, students can gain an understanding of the tragedy of war in terms of human lives and economic costs. Students can record their interviews on tape or in written form. You can then evaluate the interviews for accuracy and comprehensiveness. Interviews can be compiled by a group of students as a major project for evaluation. This exercise can test objective *e*.

#### 4. Diary

Students can enter in a diary what they think Mackenzie King's thoughts were as he grappled for days with the question of conscription in World War II and pondered over the political, social, and economic implications of his decision for himself, his party, Canada, and the world. This exercise can test objectives *b*, *c*, *e*, *f*, and *k*.

#### 5. Dramatization

Students can write a script for a round-table discussion among Prime Ministers Borden, King, and Pearson on how their decisions changed or affected Canadian foreign policy, the reasons behind their decisions, and the consequences of their decisions. This exercise can test objectives *b*, *c*, *f*, and *k*.

#### 6. Biography

Prime Ministers Borden, King, and Pearson each played a major role in shaping Canada's foreign policy. Students can select one of the three politicians and

- outline the significant changes that occurred in Canada's foreign policy while he was in office; and
- explain the personal role played by that prime minister in bringing about these changes.

#### 7. Simulation

Students can set up a hypothetical Middle East conference just after the 1956 war. Individual students, all students, or groups of students can then write speeches given by each of the following representatives: General Burns (the UNEF); Lester Pearson (the U.N.); Arab; Israeli; British; French; Russian; American. In the speech, each

representative explains: (a) what his or her country believes to be the basic cause of the crisis (maps and photos could be used); and (b) how he or she thinks the crisis could be solved.

Pearson's and Burns's speeches should explain the background to the U.N. Peacekeeping Force and the function of the UNEF.

To evaluate the exercise you can have students:

- a) play out the simulation and submit a written summary of its contents for marking;
- b) hand in their own speeches for marking;
- c) exchange material with one another for peer evaluation.

Historical accuracy should be the main criterion for evaluation. This exercise can test objectives *a*, *b*, and *k*.

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Canadian Forces Photo



On a desert patrol in the Middle East, 1960.